

The Indiana Teacher reading Academies

- Are based on scientific research that has determined how children learn to read, what factors impede reading development, and which instructional approaches are most effective,
- Include grade specific professional development covering the essential components of early reading,
- Incorporate the Indiana Academic Standards for English/Language Arts,
- Include SBRR instructional strategies that are both explicit and systematic and can be used to strengthen any adopted core reading program,
- Provide instruction in the appropriate monitoring and assessing of critical literacy skills, and,
- Include professional development in how to use the data from the assessment tools to develop a plan for providing students with effective literacy instruction.



Indiana Teacher Reading Academy Common Content



- Scientifically Based Reading Research (SBRR)
- Scientifically Based Reading Instruction (SBRI)
- Indiana State Standards
- 5 Components of Reading Instruction
- Assessments-Using Data to Inform Instruction
- Tier 3-Intervention strategies
- Classroom Management-Organization for Differentiated Instruction

The Teacher Reading Academies include two instructional formats to meet the needs of all participants. First, teachers receive training on Academy content that applies across grade levels.

Teachers gain a common vocabulary and base of knowledge in:

- Scientifically Based Reading Research and Instruction
- The Indiana State Standards
- The five components of reading instruction
- Appropriate assessments and the use of data to inform instruction
- The RTI, Tier 3 intervention strategy model
- Classroom management and organizing your classroom for differentiated instruction



Indiana Teacher Reading Academy

Grade Specific Content



<u>Kindergarten</u>	<u>Grade One</u>
<ul style="list-style-type: none">• Phonological Awareness• Alphabetic Understanding & Phonics• Oral Language & Vocabulary• Listening Comprehension• Fluency	<ul style="list-style-type: none">• Phonemic Awareness• Phonics & Word Study• Vocabulary• Fluency• Comprehension
<u>Grade Two</u>	<u>Grade Three</u>
<ul style="list-style-type: none">• Phonics & Word Study• Vocabulary• Fluency• Comprehension	<ul style="list-style-type: none">• Word Study & Phonics• Vocabulary• Fluency• Comprehension

Participants spend most of the Academy in grade level groups learning the keys to reading success that are specific to the grade they teach.

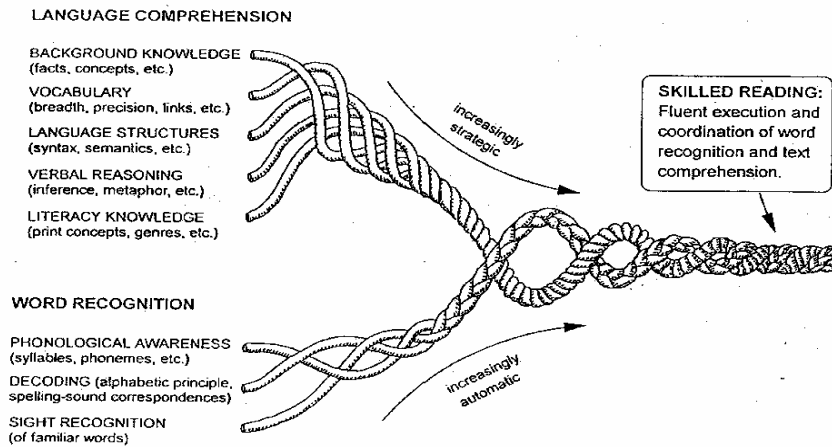
For example, kindergarten teachers learn the early phonological awareness skills and teaching techniques that will build success in their students. Third grade teachers learn the concepts of reading fluency that are critical for older literacy learners.



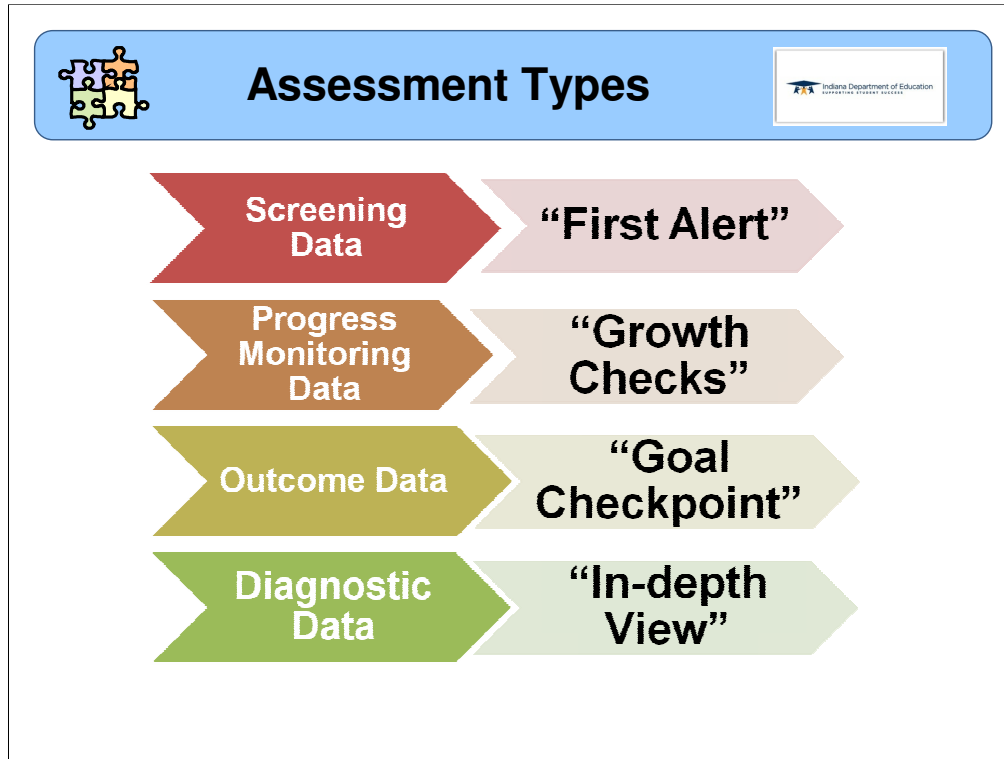
Big Ideas in Reading



The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

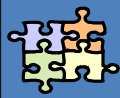


Critical to the Indiana Teacher Reading Academies is the concept that the five components of reading are woven together throughout the grades. Each grade level teacher gets materials, ideas, and examples of the five components that are most relevant to their students.

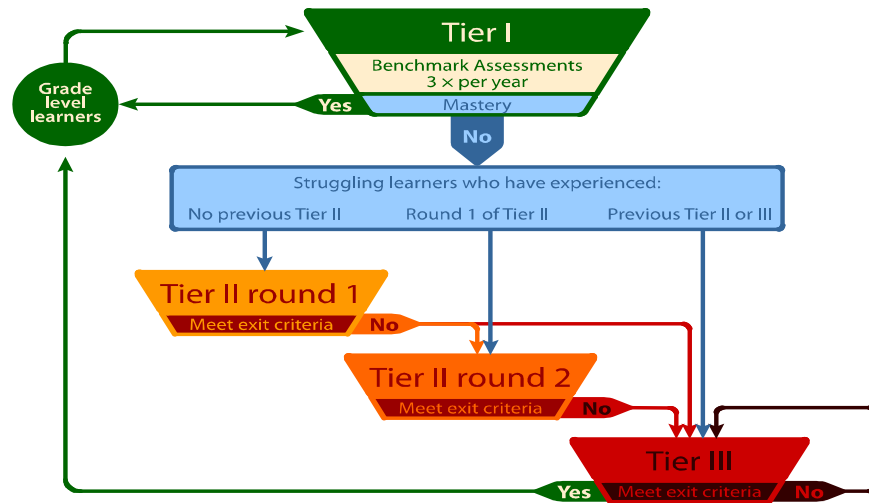


All teachers receive training in the new Indiana Formative Assessment Plan; the use of appropriate reading assessments including formative and ongoing classroom assessments, diagnostic, and outcome assessments; and, most importantly, how to turn student assessment data into meaningful, intentional, instruction.

Corporations that plan on using assessment technology will want their teachers to have this training on how to analyze the data and turn that knowledge into meaningful instruction.

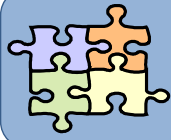


Movement Through the 3 Tiers



(Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2005)

All teachers will learn the basics of the 3 Tier model of instruction and intervention and how this model aligns with the state guideline for Response to Intervention (RTI). The principles behind RTI and the application in the classroom are covered. Teachers will come away with a plan to identify students needs, differentiate classroom reading instruction, and deliver systematic and explicit instruction that best meets the needs of all students.



Sample Schedule for The Core Reading Block



<div>The Reading Block</div> <div>TOTAL TIME: 90 minutes minimum daily</div>	TOTAL TIME: 20-60 min daily	Whole Group					
	TOTAL ROTATION TIME: 30-70 min Daily	Differentiated Instruction: Small Group Instruction: Groups 1, 2, & 3					
		10–25 min daily per group	M	T	W	Th	F
		Session 1	1	2	3	1	2
		Session 2	3	1	2	3	1
		Session 3	2	3	1	2	3

Adapted from Florida Center for Reading Research

The heart of the Indiana Teacher Reading Academy is sharing practical knowledge, rooted in scientifically based reading research, with practitioners. Sample schedules and grouping configurations are just one example. Throughout the Academy participants are asked to reflect, discuss, and plan how to make Academy content come alive in their classrooms.



Samples from real working classrooms provide the best examples. Here is a literacy station with fluency activities. Participants are able to see how colleagues have implemented the concepts of the Indiana Teacher Reading Academies in their classrooms.



Indiana Teacher Reading Academies

June Schedule of Academies



- June 9-10 Wilson Center K-1
- June 9-10 Central ECS
- June 11-12 Wilson Center 2-3
- June 17-18 Southern ECS
- June 17-18 Wabash Valley ESC
- June 23-24 Northwest ESC
- June 24-25 Region 8 ESC
- June 25-26 West Central ESC
- June 26-27 East Central ESC

The Indiana Teacher Reading Academies are presented by the Indiana Education Resource Centers. The initial Academies are scheduled for June 2008. Contact a regional Education Service Center for details. The Indiana Teacher Reading Academy is open to all public and charter schools in Indiana.



For Further Information:



- Contact a Regional Indiana Education Service Center
 - Find more information at
<http://www.doe.in.gov/primetime/welcome.html>
- Call the Indiana Department of Education, Division of Early Learning and Literacy,
(317)-234-2515
or email
Jim Morrison, Assistant Director, at morrison@doe.in.gov

For further information contact a Regional Indiana Service Center or contact the Office of Early Learning and Literacy at the Indiana Department of Education.